

Kingsmoor Lower School - Progression in Writing



Talk4Writing

Language building for writing begins with **listening to language** when read aloud, then children progress to **using these language skills** orally, and eventually **building to writing** it themselves.

Early Years (3 - 5 yrs) - Introduce:

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
FICTION: ➤ Planning Tool: Story map / story mountain ➤ Whole class retelling of story Understanding of beginning/middle/end ➤ Retell simple 5-part story: <i>Once upon a time</i> First / Then / Next / But / So / Finally, ... happily ever after NON-FICTION: ➤ Factual writing closely linked to a story ➤ Simple factual sentences based around a theme ➤ Names, Labels, Captions, Lists, Diagrams, Message	➤ Simple sentences ➤ Simple Connectives: <i>and, who, until, but</i> ➤ Say a sentence, write and read it back to check it makes sense. ➤ Compound sentences using connectives (coordinating conjunctions) and / but ➤ 'RUN' - Repetition for rhythm: e.g. <i>He walked and he walked. Repetition in description</i> e.g. <i>a lean cat, a mean cat</i>	➤ Determiners: <i>the, a, my, your, an, this, that, his, her, their, some, all.</i> ➤ Prepositions: <i>up, down, in, into, out, to, onto.</i> ➤ Adjectives e.g. <i>old, little, big, small, quiet</i> ➤ Adverbs e.g. <i>luckily, quietly, happily,</i> ➤ Similes - using 'like'	Finger spaces Full stops Capital letters	Finger spaces Letter Word Sentence Full stops Capital letter

Year 1 - Consolidate Reception list & Introduce:

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
FICTION: ➤ Planning Tools: Story map / storymountain ➤ Plan opening around character(s), setting, time of day and type of weather ➤ Understanding - beginning/middle /end to a story ➤ Understanding - 5 parts to a story: * Opening - <i>Once upon a time...</i> * Build-up - <i>One day...</i> * Problem / Dilemma - <i>Suddenly,.../ Unfortunately,...</i> * Resolution - <i>Fortunately,...</i> * Ending - <i>Finally,....</i> NON-FICTION: ➤ Planning tools: text map / washing line ➤ Heading Introduction - Opening factual statement ➤ Middle section(s) - Simple factual sentences around them ➤ Bullet points for instructions ➤ Labelled diagrams ➤ Ending - Concluding sentence	➤ Types of sentences: Statements, Questions, Exclamations. ➤ Simple Connectives: <i>and, or, but, so, that, because, then, that, while, when, where.</i> ➤ Also as openers: <i>While... When... Where...</i> ➤ '-ly' openers <i>Fortunately,...Unfortunately, Sadly,...</i> ➤ Simple sentences e.g. <i>I went to the park. The castle is haunted.</i> ➤ Embellished simple sentences using adjectives e.g. * <i>The giant had an enormous beard.</i> * <i>Red squirrels enjoy eating deliciousnuts.</i> ➤ Compound sentences using co-ordinating conjunctions: <i>and/or/ but/so</i> e.g. * <i>The children played on the swings and slid down the slide.</i> * <i>Spiders can be small or they can belarge.</i> * <i>Charlie hid but Sally found him.</i> * <i>It was raining so they put on theircoats.</i> ➤ Complex sentences: Use of 'who' (relative clause) e.g. * <i>Once upon a time there was a little old woman who lived in a forest.</i> * <i>There are many children who liketo eat ice cream.</i> ➤ 'RUN' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i> Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i>	➤ Prepositions: <i>inside, outside, towards, across, under.</i> ➤ Determiners: <i>the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these.</i> ➤ Adjectives to describe e.g. <i>The old house... The huge elephant...</i> ➤ Alliteration e.g. <i>dangerous dragon, slimy snake</i> ➤ Similes using as....as... e.g. <i>as tall as a houseas red as a radish</i> ➤ Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the greenlight to flash...</i> ➤ Regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish,wishes</i>) ➤ Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) ➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, orundoing, e.g. untie the boat</i>)	Capital Letters for names and the personal pronoun I. Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Introduce: Punctuation Question mark Exclamation mark* Speech bubble Bullet points Singular/ plural Adjective Verbs Conjunction Alliteration Simile - 'like', 'as'

Year 2 - Consolidate Year 1 list & Introduce:

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
FICTION: ➤ Secure use of planning tools: Story map / story mountain / story grids / 'Boxing-up' grid ➤ Plan opening around character(s), setting, time of day and type of weather ➤ Understanding 5 parts to a story with more complex vocabulary ➤ Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> ➤ Build-up e.g. <i>Later that day</i> ➤ Problem / Dilemma e.g. <i>To his amazement</i> ➤ Resolution e.g. <i>As soon as</i> ➤ Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. NON-FICTION: ➤ Secure use of planning tools: Text map / washing line / 'Boxing -up' grid ➤ Introduction: Heading, Hook to engage reader , Factual statement / definition, Opening question ➤ Middle section(s): Group related ideas / facts into sections Sub headings to introduce sentences / sections ➤ Use of lists - what is needed / lists of steps to be taken ➤ Bullet points for facts ➤ Diagrams ➤ Ending: Make final comment to reader ➤ Extra tips! / Did-you-know? facts / True or false? TENSE: The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	➤ Types of sentences: Statements, Questions, Exclamations, Commands. ➤ - 'ly' starters: e.g. <i>Usually, Eventually, Finally, Carefully, Slowly.</i> ➤ Vary openers to sentences ➤ Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> ➤ adverbs e.g. <i>Tom ran quickly up the hill.</i> ➤ Secure use of compound sentences (Co-ordination) using co-ordinating conjunctions: <i>and/ or / but / so</i> ➤ Complex sentences (Subordination) using conjunctions: <i>what/while/ where/because/then/so that/when/if/to/until.</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i> ➤ Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. ➤ Expanded noun phrases e.g. <i>lots of people, plenty of food</i> ➤ List of 3 for description: e.g. <i>He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</i>	➤ Prepositions: <i>behind, above, along, before, between, after</i> ➤ Alliteration e.g. <i>wicked witchslimy slugs</i> ➤ Similes using...like... e.g.... <i>like sizzling sausages ...hot like a fire</i> ➤ Two adjectives to describe the noun (2A sentences) e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i> ➤ Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> ➤ Adverbs for information e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i> ➤ Generalisers for information, e.g. <i>Most dogs... Some cats....</i> ➤ Formation of nouns using suffixes such as <i>-ness, -er</i> ➤ Formation of adjectives using suffixes such as <i>-ful, -less</i> ➤ Use of the suffixes <i>-er</i> and <i>-est</i> to form comparison of adjectives and adverbs	Demarcate sentences: * Capital letters * Full stops * Question marks * Exclamation marks * Commas to separate items in a list Speech bubbles / speech marks for direct speech Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> Apostrophes to mark singular possession e.g. <i>the cat's name</i>	<u>Consolidate:</u> Punctuation, Finger spaces, Letter, Word, Sentence, Full stops, Capital letter, Question mark, Exclamation mark*, Speech bubble, Bullet points, Singular/ plural, Adjective, Verb, Conjunction, Alliteration, Simile - 'as' / 'like' <u>Introduce:</u> Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb statement question exclamation Command (Bossy verbs) Tense (past, present, future) Noun phrases

Year 3 - Consolidate Year 2 list & Introduce:

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
FICTION: ➤ Secure use of planning tools: Story map /story mountain / story grids /'Boxing-up' grid ➤ Plan opening around character(s), setting,time of day and type of weather ➤ Paragraphs to organise ideas into eachstory part ➤ Extended vocabulary to introduce 5 storyparts: * Introduction -should include detaileddescription of setting or characters * Build-up -build in some suspense towards the problem or dilemma * Problem / Dilemma - include detail of actions / dialogue * Resolution - should link with the problem * Ending - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	➤ Vary long and short sentences: * Long sentences to add description or information. * Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i> ➤ Embellished simple sentences: * Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> * Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, At the back of the eye, In a strange way,</i> ➤ Phrases to place the action: <i>on the mat; behind the tree, in the air</i> ➤ Compound sentences (Co-ordination) using conjunctions: <i>and/ or / but / so / for /nor / yet</i> ➤ Develop complex sentences (Subordination) with range of subordinating conjunctions ➤ -ing' clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i> ➤ Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> ➤ Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> ➤ Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> ➤ Dialogue -powerful speech verb e.g. <i>"Hello," she whispered.</i>	➤ Prepositions: <i>Next to, by the side of, In front of, during, through, throughout, because of.</i> ➤ Two adjectives to describe the noun (2A sentences) e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i> ➤ Powerful verbs e.g. <i>stare, tremble, slither</i> ➤ Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i> ➤ More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i> ➤ Nouns formed from prefixes e.g. <i>auto... super... anti...</i> ➤ Word Families based on common words e.g. <i>teacher -teach, beauty - beautiful</i> ➤ Use of determiners <i>a or an according to whether next word begins with a vowel</i> e.g. <i>a rock, an open box</i>	Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	Consolidate: Punctuation, Finger spaces, Letter, Word, Sentence, Statement, question, exclamation, Command, Full stops, Capital letter, Question mark, Exclamation mark, Speech bubble, 'Speech marks' Bullet points, Apostrophes, Commas for sentence of 3 - description, Singular/ plural Suffix, Adjective / noun / Noun phrases Verb / adverb, Bossy verbs, Tense (past, present, future) Conjunctions, Alliteration, Simile - 'as' / 'like' Introduce: • Word family • Co-ordinating conjunction • Subordinating conjunction • Clause • Subordinate clause • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Determiner • Synonyms • Relative pronoun • Imperative • Colon for instructions

NON-FICTION:

- **Secure use of planning tools:**
e.g. Text map, washing line,
'Boxing -up' grid.
- **Paragraphs** to organise ideas
around a theme
- **Introduction:** Develop hook to
introduce and tempt reader
in, Use of 5Ws e.g. *Who....?*
What....? Where....? Why....?
When....? How....?
- **Middle Section(s)** Group
related ideas / facts into
paragraphs
- Sub headings to introduce
sections / paragraphs
- Topic sentences to introduce
paragraphs
- Lists of steps to be taken
- Bullet points for facts
- Flow diagram
- **Develop Ending** Personal
response, Extra information /
reminders e.g. Information
boxes/ Five Amazing Facts,
Wow comment
- **Use of the perfect form of
verbs to mark relationships
of time and cause e.g.** *I
have written it down so I can
check what it said.*
- **Use of present perfect
instead of simple past.** *He
has left his hat behind, as
opposed to He left his hat
behind.*

Year 4 - Consolidate Year 3 list & Introduce:

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
FICTION: ➤ Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids ➤ Plan opening using: Description /action ➤ Paragraphs: to organise each part of story to indicate a change in place or jump in time ➤ Build in suspense writing to introduce the dilemma ➤ Developed 5 parts to story Introduction, Build-up, Problem / Dilemma, Resolution, Ending ➤ Clear distinction between resolution and ending. Ending should include reflection on events or the characters. NON-FICTION: ➤ Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid ➤ Paragraphs to organise ideas around a theme ➤ Logical organization: Group related paragraphs, Develop use of a topic sentence, Link information within paragraphs with a range of conjunctions. ➤ Use of bullet points, diagrams ➤ Introduction, Middle section(s), Ending ➤ Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader ➤ Appropriate choice of pronoun or noun across sentences to aid cohesion	➤ Standard English for verb inflections instead of local spoken forms ➤ Long and short sentences: ➤ Long sentences to enhance description or information ➤ Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i> ➤ Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i> ➤ Secure use of compound sentences (Coordination) using coordinating conjunctions - FANBOYS ➤ Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions - I SAW A WABUB ➤ Fronted adverbials of manner, time, place. ➤ Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i> ➤ Repetition to persuade e.g. <i>Find us to find the fun</i> ➤ Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> ➤ Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Prepositions: <i>at, since, towards, underneath, beneath, beyond.</i> Conditionals: <i>could, should, would</i> Comparative and superlative adjectives: e.g. <i>small...smaller...smallest / good...better...best</i> Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> The grammatical difference between plural & possessive - s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)	Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i> Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to <i>s</i> to mark a plural.	<u>Consolidate:</u> Punctuation, Finger spaces, Letter, Word, Sentence, Statement, question, exclamation, Command, Full stops, Capital letter, Question mark, Exclamation mark, 'Speech marks' /Inverted commas, Direct speech, Bullet points, Apostrophe Commas for sentence of 3 - description, action, Colon - instructions, Singular/ plural Suffix/ Prefix Word family Consonant/Vowel, Adjective / noun / noun phrase Verb / Adverb, Bossy verbs / imperative, Tense (past, present, future), Conjunction, Preposition Determiner/ Subordinate clause, Relative clause, Relative pronoun, Coordinating conjunction, Subordinating conjunction, Alliteration, Simile - 'as' / 'like', Synonyms <u>Introduce:</u> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe - plural possession